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ABSTRACT

The residential outdoor program involved 60 sixth grade students, divided into 5 groups, distributed as evenly as possible. Each group consisted of leaders, followers, and children with experience in the field and those without experience. Teachers were also divided into 5 groups, usually two or three working together. Each team of teachers chose two topics which they considered the most beneficial for their children's training. Each team taught both of their topics five times; thus, each group of children experienced all topics. Topics were: cooking, music, first aid, waterproofing, erosion and land forms, shelters and latrines, trees, American Indian lore, orienteering, water safety, and tracks identification. A general session was held for all children and staff to learn folk dancing. This guide briefly outlines the pupils' preparation in each topic for their residential outdoors school. (NQ)

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THE PROTESTANT SCHOOL BOARD OF GREATER MONTREAL

PREPARING PUPILS FOR RESIDENT OUTDOOR EDUCATION

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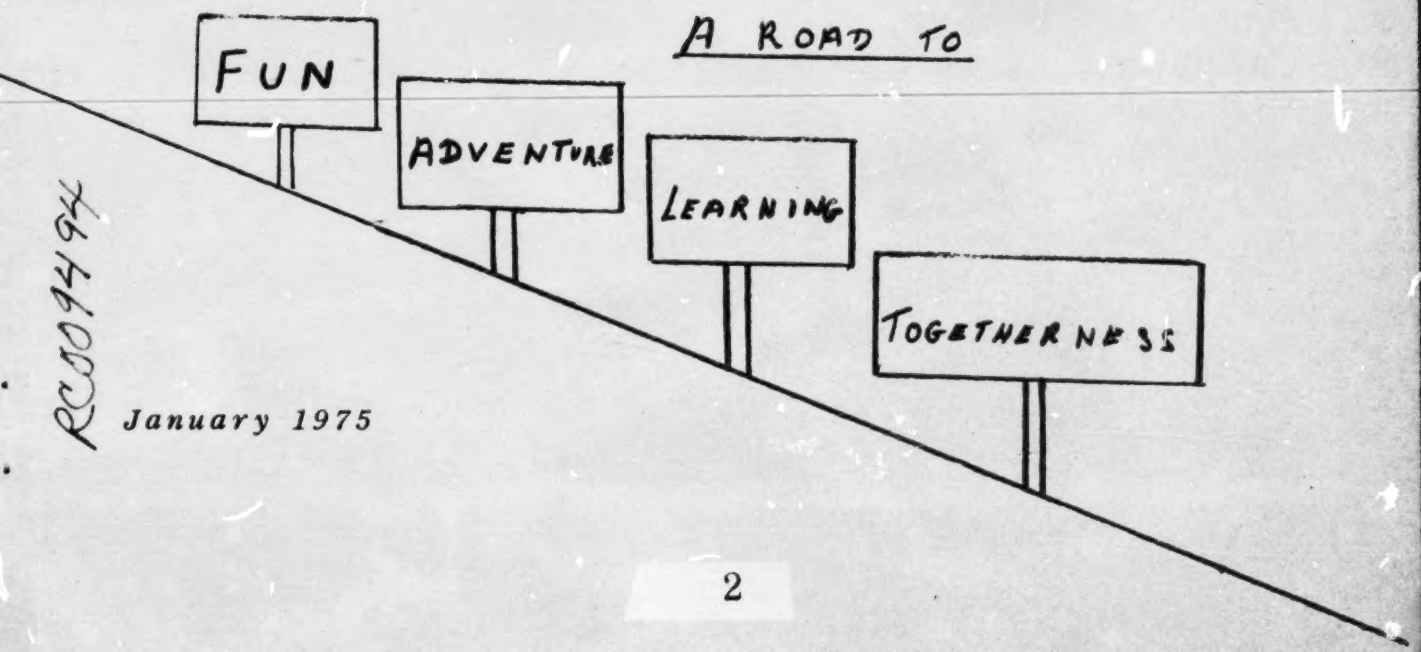
A Guide based on two classes of 6th grade pupils.



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P R E F A C E

This booklet contains in outline form, the preparation in subject areas of the pupils of Stonecroft School for their residential outdoors school.

Purposely omitted are the plans and preparation for raising money, the ordering of food, the cooking, the bussing, etc.

It is hoped that this booklet may provide help and inspiration for other teachers who wish to organize a residential outdoor experience for their pupils.

I am deeply indebted to Miss Andrea Martin and the other teachers on the Stonecroft outdoor education committee for the preparation of this guide.

Walter Mingie
Consultant in Physical Education
and Outdoor Education

A C K N O W L E D G E M E N T

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	3.	Dorit Arazi	Grade 6
	4.	Margaret Elliott	Grade 4
	5.	Shirley Baker	Grade 3
	6.	Gail Bromby	Grade 1
	7.	Nancy Barakett	Kindergarten
	8.	Winnie Gorman	School Nurse
	9.	Peter Harding	Physical Education
	10.	Miss Woodley	School Principal

FOREWORD

Outdoor Education is a very broad subject encompassing a wide variety of topics for learning and experiencing many different activities.

I felt that the children in Stonecroft School would benefit a great deal from such a program, thus on October 15th, I discussed the idea with our Principal and she shared my enthusiasm for developing this program.

The next step was to present and fully discuss the concept of outdoor education with the staff, which was done in a meeting held on October 17. The main purpose of this meeting was to discuss the objectives and goals of outdoor education for our school, support and enthusiasm from other staff members and ask for volunteers for a committee to work on this project. I felt the interest of the staff was excellent which provides for a better well rounded program.

WHAT IS OUTDOOR EDUCATION

I feel it is the wide educational experience in the fields of nature, geography, science, physical education, sports and games, orienteering, hebertism and practical learning situations (to mention some).

It is the extension of learning processes carried on in school in a living situation utilizing the environment as a supplement to other learning experiences encouraging social growth good attitudes and relationships.

It is for fun and adventure in the natural environment.

It provides a break in traditional teaching patterns.

It is the education of the child through all his senses and facilitates learning beyond the four walls of the school building.

It restores a sense of oneness with natural order to see things

Andrea Martin
Committee Chairman

PRE-CAMP TRAINING FOR A RESIDENTIAL

OUTDOOR PROGRAM INVOLVING SIXTY GRADE 6 PUPILS

Introduction for Pre-Camp Training

It is beneficial for the children as well as the staff to have a pre-camp training program, from January to June.

The objectives are:

1. Mainly for the children to learn certain skills before going to camp as there won't be enough time for the background knowledge and activities during the five days.

2. Provides a great amount of enthusiasm before camp.

3. Children and staff are involved with the subject long ahead of time.

4. The staff can observe the children in their groups, know who works well together and who doesn't, thus placing the children in groups for camp can be done more efficiently and effectively.

5. Staff and children can become familiar with one another before the week of camp.

6. Certain intense programs can be started in the city, with basic knowledge learned, and carried out and finished at camp.

7. Helps the staff to know which programs have been the most successful and fun which will aid us in deciding which programs to offer at camp.

Planning Pre-Camp Training:

1. All the grade six boys and girls were divided into five groups, distributed as evenly as possible. Within each group were leaders, followers, children with experience in the field and those without etc.

2. The teachers were divided also into five groups usually two or three working together.

3. Each team of teachers chose two topics from a list that were the most beneficial for their children's training.

4. Each team of teachers taught their first topic five times every second Tuesday beginning Jan. 15 through to March 12 inclusive, thus each group of children experiences all of the five topics.

5. The next session in March is a general session for all children and staff to learn folk dancing (this can be a fun "swinging" program carried out one evening at camp).

6. The next set of five topics begins April 9 through to June 4. The teachers go on to second topic, each group of children experiences all five again.

7. The last session is a general assembly, all children, counsellors, and staff for rules and regulations.

8. The children will have experienced 12 topics - every 2 weeks from Jan. to June.

9. These topics are:

    1. Cooking
    2. Music
    3. First Aid
    4. Waterproofing
    5. (a) Erosion and Land Forms

        (b) Shelters and Latrines
    6. Folk Dancing
    7. Trees
    8. Indian Lore
    9. Orienteering
    10. Water Safety
    11. Tracks Identification

1) C O O K I N G

In the cooking sessions each group had eleven to twelve children. Every child was asked to buy a scrapbook and to collect recipes so they would have something to keep and remember.

At each of the sessions one of the five groups had the opportunity to prepare a dish which they then ate when it was finished. Everyone in all the groups received copies of the basic instructions and all the recipes that were attempted.

Each Group Cooked One of the Following:

1. Cocoa and peanut butter cookies.
2. Three in one hamburger mix.
3. Tuna casserole.
4. Apple crisp.
5. Fudge cake.

2) M U S I C

Music sessions were on alternating Tuesdays beginning Jan. 15/74. Sessions were roughly 1 3/4 hours long after school and in each group were twelve or thirteen students (grade sixes).

They each made song booklets and decorated the cover. The children sang and listened to records then each group chose the song "Day is Done" which is going to be the camp theme song.

A teacher accompanied them on the piano and guitar.

3) F I R S T A I D +

Basic Items for First Aid Kit: (each child made one)

1. Insect repellant.
2. Roll of adhesive tape - 1".
3. Compresses - 12 (3" x 3").
4. Small box of absorbent cotton.
5. 1 pair of scissors.
6. 1 pair of tweezers.
7. Safety pins.
8. Band-aids.
9. Triangular bandage (or large square of clean cotton).
10. Scratch pad and pencil.
11. First aid manual.

Definition of First Aid:

Those measures:

a) to save life

b) to prevent further injury

c) relieve suffering until professional help is obtained.

4) WATERPROOFING, STOVE MAKING

Every two weeks, beginning January 15, 1973, the teachers met with a different group of children for five session (on this topic) after school for 2 hours.

The first of our topics was waterproofing, centering mainly around waterproofing sleeping bags. We discussed generally why one would care to do this, when, and the materials needed. We demonstrated this to the children by actually waterproofing a sleeping bag showing them different tips to do the job successfully. We rolled the bag in a fairly large ground sheet then showed them different ways to tie it securely depending on how and if you were to carry it. Once we had finished this we immersed the waterproofed sleeping bag in water for a few minutes. The demonstration seemed to satisfy the children much more than just discussing it.

Our next task was to waterproof matches to be used at camp. Each child was given his own box of matches. Paraphin was melted (can be coloured with melted crayon) and each match (that was to be waterproofed) was dipped in the wax, and replaced back into the boxes. To carry out this experiment we dropped some waterproofed matches in a glass of water. The children struck a couple to see if they would work.

The last topic was making paraphin stoves. These stoves could be used as a last resort for cooking out of doors if no dry firewood is to be found or for any emergency purposes. They rarely burn out as the liquid wax hardens again in the can.

A brief summary of how it's done. Melted paraphin wax (coloured) is poured into a wide can (easier to balance pots on) containing a piece of circular currugated card board. The wick is attached to the bottom of the can and holes are made right near the top of the can (to let air in so flame doesn't go out). Appearance is brighted when stove is decorated or painted with heat resistant paint.

I feel children enjoyed the session as they learned, seemed to have fun and experienced by doing.

Materials required for above topics:

1. Sleeping bag
2. Ground sheet
3. Rope
4. Matches
5. Cans
6. Parapin Wax
7. Corrugated cardboard
8. Wick
9. Scissors, tape, crayons, stove or burner, etc.

5) (a) EROSION AND LAND FORMS

The group discussed the ice ages and resulting erosion and drainage pattern - millions of lakes and rivers in the Laurentian Shield.

Geological formation of the Laurentian Shield - most ancient rocks of the world. The Laurential Upland boundary is where it rises from the flat Montreal Plain at St. Jerome in the North. The Montreal Plain was at one time the bottom of the Champlain Sea.

We discussed Lake Oolahwan as characteristic of the Laurentian Upland Lakes. We made models in plasticene and salt and flour of the Lake and land slope around the Lake, using the topographical sheet for the area and an arial photograph of the Lake and immediate surroundings.

We used the sand table to model the Lake and surrounding area and showed the heights of land.

We drew diagrams of the area showing the types of vegetation and the levels of the land. Different types of forests were designated by colour and the1100' to 1500' contours were marked showing elevation.

5) (b) SHELTERS AND LATRINES

We discussed different types of shelters; tents, canoe, boats, lean-to, tarpaulin and where to camp in relation to wind, rocks, trees and talked about drainage ditches in case of rain.

We discussed make-shift cold boxes for keeping food - digging a hole lined with stones or sticks and covered with branches and well marked.

We discssed latrines - the necessity for sanitary and tidy conditions. The care of ordinary civilized washrooms and the digging of make shift ones, the use of lye or disinfectant powders and the filling in and covering over.

* Shelters and latrines was done in the same lesson as Erosion and Land Forms.

6) F O L K D A N C I N G

After the first block of five sessions was completed, everyone took part in the folk dance session. This was held on March 26th which was a Professional Day. All the grade sixes were asked to come to school that afternoon and everyone assembled in the gym at 1:00. Our special guest led and taught us all many different folk dances. By 3:00 everyone was swinging and hopping to the rhythmic music. I'm sure this session was enjoyed by all.

One of our evening programs at camp is going to be a musical evening which will include folk dancing. Everyone knows some of the dances now, therefore will not have to begin learning them during that evening at camp.

7) T R E E S A N D L E A V E S

Definition of a Mixed Forest:

a) coniferous

b) deciduous

a) a conifer is a tree that keeps its needles all year.
e.g. evergreen, pine, spruce, cedar, balsam fir.

b) a deciduous tree is one that sheds its leaves in autumn.
e.g. maple, oak, elm, ash, birch, poplar, apple, beech, willow, trembling aspen.

Summaries of some trees:

Cedar "Eastern White Cedar"

a) coniferous

b) no needles, rather lighy green scales that fit on a branch like the scales of a snake

c) used for hedges around a house

d) source of food for deer.

Tamarack

a) an evergreen that loses its needles in winter and grows a new set every spring

b) soft delicate needles

c) looks like a frail tree but is actually very hardly and grows right up to the Tundra line.

d) Indians used the tough root to sew their birch bark canoe.

Spruce (types: Norway, blue, white)

a) their needles are their leaves

b) grows in pyramid shape to withstand heavy loads of snow on their branches.

c) often serves as a shelter for small animals in a snowstorm and provides food (twigs and seeds)

d) often found around our homes

e) blue spruce can be identified by the blue grey colour of its needles.

Balsam Fir

a) the most famous of Christmas trees

b) grows from the Maritimes to Alberta

c) needles are 3/4 to 1½ inches long, - dark green above and white green below

d) may stand as high as 70 feet.

8) INDIAN LORE

This activity was mainly for the preparation for the Indian Council which is to take place June 12th Wednesday evening at camp.

We first introduced the subject and explained Indian Council and what it involved. The children were very interested and wondered how an activity such as this could take place.

Each group chose a name for their tribe and made up an original Indian legend to present to the Indian Chief at the Council Ring.

The children made indian headbands (jute material) and decorated them with felt. Everyone will have a feather to go with their headband.

Each child also made necklaces or bracelets (indian jewelry) from painted macaroni threaded on waxed string. This will be worn during the Indian Council.

9) ORIENTEERING

1. Introduction

    1. What is orienteering? discussion
       a) Different methods of finding direction

          1. compass
          2. clock direction
          3. angles and degrees
          4. simple map direction (right, left, paces, feet, etc.)

2. Description and understanding of the workings of a compass (done by charts and individual compasses):

    1. Introduce them to elementary facts.

    2. Have children do a couple of simple directional activities in gym.

    3. Experience the handling of a compass.

3. Observation - important in orienteering:

    1. More perception in thinking about task.

    2. Noticing important landmarks as guides: e.g. trees - kinds, types of soil, small growth, bedrock, fields, rivers, streams, lakes, bridges, roads, paths, railtracks, houses, wind, sun, time.

    3. Applying observed material to map, and or task.

4. After talk on observation, we had a short observation hunt on the bottom floor of school - children wrote down everything different they could find e.g. office sign changed, room numbers changed, etc. They then assembled back in the gym to discuss their findings.

5. Final Activity:

- the children were divided up into three different groups. Each group followed a specified map including many different types of directions.

- at the end of the hunt there was a surprise for each group.

10) W A T E R S A F T E Y

I. Near the Water

1. To Prevent Accidents

a) stay away if unsupervised
b) watch your footing
c) leave others alone: i) no pushing
ii) no tripping
iii) no walking across unstead bridges, docks, etc.
d) don't throw rocks, glass, other dangerous objects into water.

2. To Aid Others in Trouble

a) don't enter the water if possible to use reaching aids.
b) use reaching aids, sticks, paddles, rope, clothing, etc.
c) use flotation devices - boards, old car tire, plastic bag, etc.
d) enter the water only if qualified, stay away from person in difficulty
e) call or send for help
f) maintain contact with shore, even on entry into water - use ropes, people, clothing, etc.
g) don't panic.

II. On The Water (boating, sailing, canoeing)

1. To Prevent Accidents

a) don't go boating without P.F.D.
b) don't overload vessel
c) don't stand in boat
d) don't go boating near swimmers

e) don't go boating after dark
f) stay off rough water
g) if you are a non-swimmer, stay close to shoreline and go with a qualified lifeguard
h) stay away from rocks
i) stay with the boat if capsized
j) bring a bailing can, in case of leaks
k) distribute weight evenly.

2. To Aid Others in Trouble

a) basically the same as "near the water".

To Aid Yourselves in Trouble

a) stay with the boat
b) oars, paddles will help flotation
c) use drownproofing to reach boat
d) keep clothing on - warmth
e) clothing will trap air to help flotation

III. In The Water

1. To Prevent Accidents

a) no "ducking"
b) enter water slowly - acclimatization
c) dive into known waters only
d) swim only with supervision
e) never swim after dark in "natural" waters
f) never swim alone
g) know your own limits (stick to them)
h) swim only in appointed swimming areas
i) "Horseplay" is dangerous.

2. To Help Yourself and Others in Trouble

a) use reaching aids
b) don't panic
c) use drownproofing
d) don't fight river current
e) try to use a little energy at a time
f) relax, sit low in the water - you only need your face out of the water to breathe.

*Activity: children look for news clippings dealing with the water, try to see how things could have been prevented.
* All children have the method card on Artificial Respiration.

11) TRACKS IDENTIFICATION

The Principal and the children carried on a discussion about animal tracks. They looked at pictures and talked of their own experiences. The animals talked about, were those that could be commonly found in the Laurentian area. They dealt with the animals habitat, food and their appearance. The following is an example:

BEAVER:

The Beaver's range extends from the mouth of the Yukon, through Canada, south to the delta of the Colorado and to the lower Rio Grande.

The Beaver cuts down trees, builds dams and mud houses. His winter food supply is cut and stored under water near his dome-shaped home made of logs and mud.

Beaver tracks are distinctive because of the webbed hind foot and there is the absence of a claw on the second inside toe caused by the development of a split nail that is called a combing - claw. The track made by the beaver is six inches long.